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ABSTRACT

The scope of this quinmester unit of instruction ranges from a cursory look at newspapers, magazines, and sources of biographic material to a development of skills which enable the student to make effective use of them. The focus of the course is primarily exploratory as the student moves through the various media, but he is made aware that not all written material is information, and not all information is authoritative. The six pages of reference materials listed are designed as starting points for the extension of activities. (CL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

NONFICTION: THE NEWSPAPER, PERIODICALS AND BIOGRAPHY

5112.25
5113.25
5114.25
5115.25
5116.25

English

CS 200 016

DIVISION OF INSTRUCTION • 1971

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Written by Eleanor G. Flynn
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Course Number

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COURSE TITLE: THE NEWSPAPER, PERIODICALS AND BIOGRAPHY

COURSE DESCRIPTION: The student explores the forms of nonfiction. The course includes a study of the various elements of the newspaper, the news magazine, the special interest magazine and biography.

I. PERFORMANCE OBJECTIVES

A. Given a group of literary selections, the student will differentiate between fiction and nonfiction.

B. Given several selections of nonfiction, the student will classify each as belonging to one of the following categories: newspaper or magazine article, essay, biography, autobiography, scientific writing, historical writing.

C. With an opportunity to examine newspapers from various parts of the country, the student will identify the various aspects that go into the makeup of a newspaper.

D. Given a variety of magazines to examine, the student will classify them according to their characteristics.

E. Selecting a news article from either a newspaper or a magazine, the student will analyze it as to viewpoint, bias and/or objectivity.

F. Examining statements selected from various newspapers and/or magazines, the student will differentiate fact, fiction and opinion.

G. The student will demonstrate the use of special techniques involved in newspaper writing.

H. The student will demonstrate the use of special techniques involved in magazine writing.

I. The student will identify the techniques of persuasion used in newspapers and magazines.

J. Having examined various writing techniques, the student will recognize the impact of the newspaper and magazine on language.

K. The student will analyze the strengths and limitations of the newspaper as a medium of communication.

L. The student will explore the sources of biographical materials.

M. The student will write a paper, produce a tape, or present in a format of his own choice an incident from a biography or autobiography which he feels is relevant.

II. COURSE CONTENT

A. Rationale

The realm of nonfiction is many faceted. It acts as a springboard for adventure; it brings the reader into contact with the world around him; it brings into his life facts no less exciting than the fancies of fiction.

The reader must have more than a nodding acquaintance with the media which surround him. It is important that he acquire the skills necessary to evaluate critically the printed word.

Ability to read the printed word contributes to the effectiveness of the young adult and enables him to keep abreast of the political, social and economic problems that are a part of his everyday life.

B. Range of material

The scope of this quinmester unit of instruction ranges from a cursory look at the newspaper, magazine, and sources of bibliographic material to a development of skills which enable the student to make effective use of them.

The focus of the course is primarily exploratory as the student moves through the various media. However, as his examination of materials continues, it becomes obvious that he must not assume that all written material is information, and that all information is authoritative.

The reference materials listed are starting points for the extension of activities. Suggestions are given for the teacher to do some exploring herself to bring her own creativity and that of her students into play as the unit develops.

III. TEACHING STRATEGIES

A. Given a group of literary selections, the student will differentiate between fiction and nonfiction.

1. Discuss with students the varieties of writings they have already encountered in school, in the library, in their homes.

2. Draw out from students the characteristics of each. List findings on chalk board.

3. As a springboard to helping students differentiate between fiction and nonfiction, have students explore whatever materials are at hand (anthologies, class library, etc.) to find selections that match the characteristics listed.

4. Discuss with students the various roles of nonfiction in their daily lives.

5. Distribute ditto materials with samplings of various types of writing. Have students individually or in small groups decide in which broad category each belongs.

B. Given several selections of nonfiction, the student will classify each as belonging to one of the following categories: newspaper or magazine article, essay, biography, autobiography, scientific writing, historical writing.

1. In large group discussion talk about the large number of types of nonfiction writings.

2. Enlist the services of the librarian as a resource person to guide students through library facilities encompassing the nonfiction holdings.

3. Provide students with opportunities to use the Reader's Guide to Periodical Literature with a variety of search-out assignments.

4. Have a browse day in the library to get acquainted with the large variety of materials that are part of the broad area of nonfiction.

5. Have students bring samples of nonfiction materials from home.

6. Create a resource center in the classroom using materials gathered from the library, home, school resource center, and supplemented by student samples.

7. Have students working in small groups or individually search out a selection which interests them and share it with the class.

C. With an opportunity to examine newspapers from various parts of the country, the student will identify the various aspects that go into the makeup of a newspaper.

1. Make arrangements to have The Miami Herald delivered for each member of your class for a minimum of two weeks.

2. Give students time to browse through the newspaper.

3. Provide students with copies of out-of-town newspapers. Have students sample them, searching out items of interest to them.

4. Have students determine the four geographical sources of news: foreign, national, state, and local.

5. Have students identify types of materials found in the newspapers: news stories, feature stories, editorials, special services, special features, advertisements, index.

6. Have students study the editorials to determine types: critical, informative, advocative, appreciative, interpretative, humorous.

7. Question students about their newspaper reading habits. Use an informal discussion or a questionnaire.

8. Arrange for a field trip to The Miami Herald-The Miami News Building.

9. Show the film, The Miami Herald. Discuss with students the magnitude of the undertaking of "getting out a newspaper."

10. Discuss the impact of the seven "cannons" of journalism: Responsibility; Freedom of the Press; Independence; Sincerity, Truthfulness, Accuracy; Impartiality; Fair Play, Decency.

11. Make use of a crossword puzzle containing newspaper terms.

12. Have students work up a bulletin board project illustrating the many types of material found in a newspaper.

13. Have students make up a newspaper grade sheet or report card to evaluate those papers they have examined. Have them include items they feel are necessary to judge the quality of a newspaper.

14. Encourage students to search for out-of-the-country newspapers and discuss what distinguishes them from American newspapers.

15. Plan for a panel discussion or a debate on the newspaper as a cultural force.

D. Given a variety of magazines to examine, the student will classify them according to their characteristics.

1. Have a browse-day when the students may read or thumb through freely a variety of magazines. As an outgrowth of this free reading they can share with each other their impressions of the magazines they have explored.

2. Have students cite the features of the various magazines.

3. Discuss with the students the impact of photography as a language in this medium.

4. Make a list with the class of all the varieties of magazines that are on the newstands today.

5. Have students investigate the processes involved in writing, producing, and distributing a magazine. Have students propose reasons for the demise of a publication and then investigate some of the magazines which have gone off the newsstands in the past ten years.

6. Investigate the role of advertising in the success (or lack of it) of a magazine.

7. Run an interest check to discover what magazines students read outside of class. What magazines do they have in their homes?

8. With literally hundreds of magazines on the newsstands, students would find some evaluative criteria helpful. Have each one draw up a rating scale; then share his ideas with the rest of the class.

9. Give students a check list of items to search out: a short story, a cover story, a book review, a cartoon, a magazine for men, one especially for women, one for the younger set, one with appeal for oldsters, an article on horse racing, etc...

10. Have students prepare a display under the various classifications of magazines: adventure, hobby, science, digest, fiction, home, sports, etc.

11. Help students recognize the types of reading abilities needed for the reading of periodical literature.

12. Have students point out the basic reading skills needed to get the most out of their reading of magazines. Discuss the uniqueness of each. As a point of contrast use Saturday Review and Flying.

E. Selecting a news article from either a newspaper or a magazine, the student will analyze it as to viewpoint, bias, and/or objectivity.

1. Discuss with students the ways a writer casts a different light on an event by his choice of words.

2. Compare news articles as presented in the newspaper with the presentation of the same item in a magazine, on radio or television.

3. Discuss the responsibility of the reader to seek the truth.

4. Provide students with a list of obviously biased statements. Have students rewrite each item either to reslant it or to neutralize it.

5. Contrast news stories as handled by the New York Times and Time magazine.

6. Discuss with the students the characteristics of report writing: (a) factual, (b) noncontroversial, (c) technical, (d) impersonal, (e) neutral in wording, (f) free of loaded words indicating bias, (g) free of opinion.

7. Have students analyze articles and evaluate them in the light of what good report writing should be.

8. Have students write about a person they know well. Their first writing is strictly factual. Have them do a second writing which is imaginative. Compare the two writings.

9. Provide students with paragraphs composed primarily of neutral words. Have them rewrite the paragraphs using loaded words.

10. Have students rewrite samples of report writing to make them emotive. Discuss the impact of this change on the facts of the story.

11. Share with the class examples of well-written editorials which contain conclusions with which you disagree. Have the students analyze them from their points of view.

F. Examining statements selected from various newspapers and/or magazines, the student will differentiate fact, fiction, and opinion.

1. Have students select from newspapers and/or magazines various articles which they feel are representative of the particular publication. Have them underline and label statements of fact and opinion.

2. Have students state an opinion in a topic sentence; then, using any method of paragraph development they choose, have them develop support for that opinion by factual evidence.

G. The student will demonstrate the use of special techniques involved in newspaper writing.

1. Show the film <u>That the People Shall Know</u> (<u>The Challenge of Journalism</u>). Discuss the role of the news media personnel presented.

2. Organize the class into a newspaper staff. Let the class choose a name for the paper. Have the students choose the department they would like to work in, according to their own interests:

a. Editorial staff

b. News room

c. Sports department

d. Features department

e. Special features: want ads, etc.

f. Advertising staff

3. Have each group determine its role in the workings of a newspaper.

4. Discuss with each group the type of writing technique demanded of writers in that particular department.

5. Have the students do writing assignments in their selected roles. Each group could participate in a workshop type of situation and help one another.

6. Have the editors of each department meet with the publisher to discuss the policies of their newspaper.

7. Define terms: liberal, conservative, leftist, rightist, progressive, free lance.

8. Discuss man's sensitivity to his environment as reflected in cartoons. Search the newspapers in your resource center for cartoons of interest to the students. Have interested students design cartoons. A portfolio of Don Wright's cartoons from the Miami News or from his book Wright On would provide a reservoir of ideas.

9. Help students arrange for visits by writers in the Miami area.

10. Have the students produce an abbreviated newspaper. Enlist the assistance of the journalism department to help the students in planning the mechanics of layout.

11. Have the students evaluate the newspaper, looking carefully at their own efforts as well as at those of the other departments. Use the rating scale suggested earlier for evaluating the student production.

12. Have the students share with each other the problems they experienced getting out a particular section of the paper.

H. The students will demonstrate the use of special techniques involved in magazine writing.

1. Have students discuss their findings concerning the special features of magazines.

2. Organize the class for study of magazines by type. Each student will choose the type of magazine he would like to work on.

3. Discuss the types of writing found in magazines: formal, informal.

4. Discuss the impact of news writing in the magazine, differentiating it from that of the newspaper.

5. Have students make a study of various types of reviews: movies, books, TV programs, records.

6. Have students try their hand at writing reviews. Then have them search out professional reviews on the same subject and draw comparisons. This could be a small group activity in which students critique each other's writings.

7. Explore the art of satire in magazines. Use cartoons from the New Yorker magazine as well as those from Mad magazine.

8. Have students take a close look at photography in magazines. Have them study ways in which photographs are selected and arranged to emphasize an editorial point.

9. Have the students produce a painting, collage, drawing, photo or series of photos to express a feeling, attitude or idea expressed in an article.

10. Have the students evaluate the worth of the magazines they have examined, particularly in the light of mature human values.

11. Provide the students with the opportunity to put together a miniature magazine, either of the type they have studied or one they would like to see on the newsstands.

12. Have the students develop and use a rating scale for the magazine(s) they have put together.

I. The student will identify the techniques of persuasion used in newspapers and magazines.

1. Introduce the seven propaganda devices: (a) name calling, (b) glittering generalities, (c) transfer, (d) testimonial, (e) plain folks, (f) card stacking, (g) bandwagon.

2. Have students locate examples of these devices in newspapers and magazines.

3. Have students read Vance Packard's Hidden Persuaders. Discuss with the students the various emphases of this book.

4. Have students locate and discuss a propaganda campaign covered by a local newspaper.

6. Discuss the use of the editorial as a propaganda device.

7. For a class activity, give students a list of topics. Have them write three pieces of persuasion for each topic, directing each to a different person. Have students share their writings with each other.

8. Have students evaluate persuasion techniques: (a) What do you think of it? (b) Did the author persuade you? (c) What were the strong points? (d) What were the weak points? (e) Did the author always keep the reader in mind? (f) Was it interesting? (g) What suggestions do you have for improvement?

9. Have students select a particular persuasion technique and use it to try to persuade members of the class. Have the "audience" evaluate the effectiveness of the persuader and his use of the technique.

J. Having examined various writing techniques, the student will recognize the impact of the newspaper and magazine on language.

1. Have students examine newspapers and magazines for articles which bring the four functions of language into play: sense, tone, feeling, intention.

2. Have students subject articles to analysis to determine if the language is simple and direct.

3. Discuss with students the importance of the right choice of words. Introduce them to Roget's Thesaurus.

4. Have students work with articles from the newspapers and magazines to determine how a change in wording might affect the meaning or inference of the author.

5. Have students discuss the effectiveness of the verbs used in a particular article.

6. Have students research the evolution of photography as a language.

K. The student will analyze the strengths and weaknesses of the newspaper as a medium of communication.

1. Discuss with students how a news story, an editorial or a combination of both demonstrates the power of the press.

2. Discuss the significance of the fact that the newspaper shares its role with magazines, radio and TV.

3. Have students compare the effectiveness of each of the news media in the light of the following characteristics:

   a. Newspaper--quick and authoritative

   b. Magazine--analytical and detailed

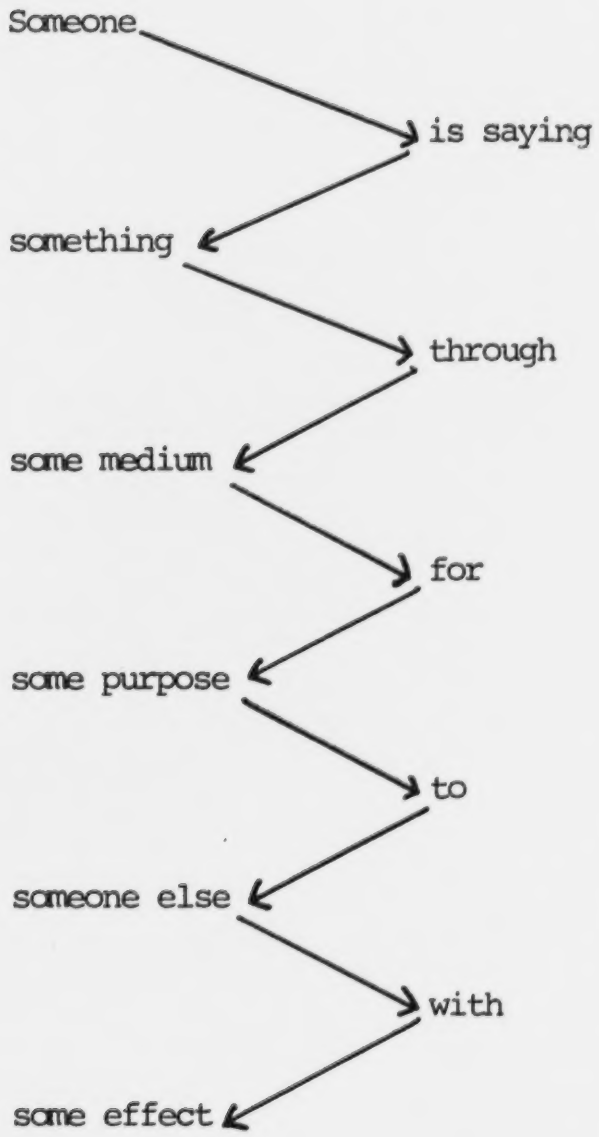
   c. Radio--immediate

   d. TV--visual

4. Have students follow a news story covered by each of the news media. Draw comparisons as well as conclusions as to the value of each in terms of the individual student as the receiver.

5. Discuss why individuals might have a different concept as to which of the media is most effective.

6. Have the students apply a formula which illustrates communication to a variety of newspaper articles:



L. The students will explore the sources of biographical materials.

1. Discuss with the students the variety of sources available to them to use in looking up biographical materials.

2. Enlist the assistance of the librarian to facilitate the use of library resources in researching biographical material:

a. Card catalog

b. Current Biography

c. Encyclopedias

d. Who's Who in America

e. Living Authors

f. Books on shelves under 920-929

3. Discuss with students the myriad of supplementary sources for biographical material:

a. Newspapers

b. Periodicals of all types

c. Vertical files

d. Files in newspaper and magazine offices

e. Historical writings

4. Discuss with students various kinds of biography: (a) tribute, (b) inspiration, (c) romantic, (d) social, (e) psychological.

5. Have students look at three biographies, scan for the classification, note characteristics of the person which receive special emphasis, and share observations with class.

6. Have each student read one biography in its entirety. Then have him write a three-paragraph paper reviewing the life of the person, commenting on his accomplishments, and showing how the biography has made the life of the subject more interesting.

7. Have the student assemble a gallery of famous persons.

8. Have students explore audiovisual materials that pertain to biographies. Have them give presentations using the various media.

M. The student will write a paper, produce a tape or present in a format of his choice an incident from a biography or autobiography which he feels is relevant.

1. Have the student research and write a commentary on the life of some person in whom he is interested.

2. In small group discussions have students contrast a traditional hero with a contemporary personality.

3. Have students determine how the subject of any of the biographies would fit into today's world.

4. Have a group of students work on a biographical collection similar to Profiles in Courage.

5. Have students who are interested use the biography or autobiography as part of a career search.

6. Encourage students to avoid the traditional and stereotyped in presenting their biography research. Discuss the possibility of a collage.

7. Invite a resource person to share with the students his experiences in gathering materials for the profile presentations he makes.

8. Have the students put together a Who's Who around School.

IV. STUDENT RESOURCES

A. State-adopted textbooks

Adventures in Literature Series. Classic Edition. Atlanta: Harcourt, Brace and World, 1968.

Galaxy Series. Glenview, Illinois: Scott, Foresman and Co., 1963-67.

Literary Heritage Series. New York: The Macmillan Company, 1968.

Currents in Nonfiction
Designs in Nonfiction

Modern English in Action Series. Boston: D. C. Heath, rev. 1968.

New English Series. New York: Holt, Rinehart and Winston, 1967.

Language and Reality

Singer/Random House/Literature Series. New York: L. W. Singer Company, 1967.

Studies in Nonfiction
The Novel and Nonfiction

Success in Reading Series. Atlanta: Silver Burdett Company, 1967-68.

Turner-Livingston Communication Series. Chicago: Follett Educational Corporation, 1965-66.

The Newspapers You Read
The Movies You See

Mulligan, John and D'Amelio, Dan. Experiences in Journalism. Chicago: Lyons and Carnahan, 1966.

Hartman, William. Journalism. River Forest, Illinois: Laidlaw Brothers, 1968.

B. Non-state-adopted supplementary materials

Advanced Skills in Reading. New York: The Macmillan Company, 1962.

English Skills Series. Boston: Ginn and Company, 1959.

Ginn Basic Reading Program. Boston: Ginn and Company, 1964.

Discovery
Exploration
Achievement

Literary Heritage Series. New York: The Macmillan Company, 1962.

Nonfiction I
Nonfiction II

Voices of Man. Reading, Massachusetts: Addison-Wesley Publishing Company, 1970.

Carlin, Jerome, et. al. English on the Job. New York: Globe Book Company, 1971.

Caughran, Alex and Mountain, Lee Harrison. High School Reading. New York: American Book Company, 1961.

Christ, Henry I. Modern Short Biographies. New York: Globe Book Company, 1970.

Craz, Albert G. A Study of Nonfiction. Wichita, Kansas: McCormick-Mathers Publishing Company, 1965.

Greene, Marvin L., consultant-compiler. Something Else. Glenview, Illinois: Scott, Foresman Company, 1969.

Jochen, Albert and Shapiro, Benjamin. Vocational English. New York: Globe Book Company, 1970.

Lewis, Norman. Better English. New York: Dell Publishing Company, 1962.

Nurnberg, Maxwell and Rosenblum, Morris. How to Build a Better Vocabulary. New York: Popular Library, 1961.

Packard, Vance. The Hidden Persuaders. New York: David McKay, 1957.

Potter, Robert R. Americans Meet the Challenge. New York: Globe Book Company, 1970.

Roget's College Thesaurus. New York: New American Library, 1962.

Warriner, John E. English Grammar and Composition: Complete Course. New York: Harcourt, Brace and World, 1957.

V. TEACHER RESOURCES

A. Professional books

Billett, Roy O. Teaching in Junior and Senior High School. Dubuque, Iowa: William C. Brown Company, 1963.

Conner, Bernice, et al. The Living Textbook. Miami, Florida: The Miami Herald, 1965.

Herber, Harold L. Developing Study Skills in Secondary Schools. Newark: International Reading Association, 1965.

Karlin, Robert. Teaching Reading in High School. Indianapolis: Bobbs-Merrill, 1964.

Jinks, William. The Celluloid Literature. Beverly Hills: Glencoe Press, 1971.

Sauer, Edwin H. English in the Secondary School. New York: Holt, Rinehart and Winston, 1961.

Schick, George B. and Schmidt, Bernard. A Guidebook for the Teaching of Reading. Chicago: Psychotechnic Press, 1966.

Wright, Don. Wright On. New York: Simon and Schuster, 1971.

Merrill, John C. The Elite Press: Great Newspapers of the World. New York: Pitman Publishers, 1968.

B. Periodicals

English Journal. The National Council of Teachers of English, Champaign, Illinois. NOTE: The December issue carries an index of all articles published during the year.

Practical English. Scholastic Magazine. Englewood Cliffs, New Jersey. NOTE: This is no longer published but the issue of February 18, 1965 is an excellent resource.

Sochor, E. Elona, et al. Critical Reading: An Introduction. Champaign, Illinois: National Council Teachers of English, 1959.

Studies in the Mass Media. The National Council of Teachers of English, Champaign, Illinois. January, 1964.

C. Films - Available from AV Center, Dade County Public Schools

Assignment: Mankind. 28' C. JS. I. M. Lesser	1-30015
How to Judge Facts 12' B&W. EJS. Coronet	1-00178
How to Read Newspapers 10' B&W. JS. Coronet	1-00133
Mightier Than the Sword: Zenger and Freedon of the Press 20' B&W. EJS. TFC	1-10156
Newspaper Serves its Community, A (and study guide pictures) 13' C. EJ. FAC	1-10023
Newspaper Story 16' B&W. EJS. EBEC	1-10020
Style in Writing 30' B&W. ST. Indiana Univ.	1-30153
That the People Shall Know (The Challenge of Journalism) 29' B&W. S. Miami Herald	1-30012
Screen News Digest, Vol. II, Issue 9 18' EJS. Hearst Metro News	1-13642
Profiles in Courage Series 28-32' B&W. EJS. Saudek Associates	1-31104- 1-31123
Body and Soul, Part I. Body 25' C. JS	1-31669

John Glenn 1-31556
26' B&W. JS. Wolper

Martin Luther King, Jr. 1-31873

How to Read Biography 1-13783

D. Audio tapes

Listen and Read Tapes, Educational Development Laboratories, Huntington, N. Y.

Fact and Opinion
Reading Persuasive Material
Powers of Persuasion
Understanding Persuasion

NOTE: Workbook material available with the above tapes.

E. Magazines

Life

Look

National Geographic

Ebony

Sports Afield

TV Guide

Reader's Digest

Good Housekeeping

Better Homes and Gardens

Mad

Saturday Review

Atlantic Monthly

New Yorker

Venture

Newsweek

Time

F. Newspapers

Scope

Miami Herald

Miami News

Los Angeles Times

San Francisco Chronicle

St. Louis Post Dispatch

New York Times

Washington Post

Chicago Sun Times

The National Observer

The Christian Science Monitor